



# ***FIVE-YEAR STATE PLAN*** *for* ***COMMUNITY EDUCATION*** **2004 - 2009**



**Community Education  
Missouri Department of  
Elementary and Secondary Education**



***FIVE-YEAR STATE PLAN***  
***for***  
***COMMUNITY EDUCATION***  
***2004 - 2009***

Missouri Department of Elementary and Secondary Education  
P.O. Box 480  
Jefferson City, Missouri 65102-0480



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## ***TABLE OF CONTENTS***

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Foreword .....	4
Background of Community Education .....	5
Letter From the Commissioner of Education .....	7
Introduction .....	8
Belief Statements.....	9
The Goals of Community Education.....	10
Criteria for Being Recognized as a Provider of Community Education.....	11
Program Opportunities and Experiences That Support Local Community Education .....	13
The Role of Higher Education .....	14
National and State Associations Supporting Community Education .....	15
Definition of Terms .....	18
State Advisory Council for Community Education .....	19

### *The Vision of Community Education in Missouri*

Community education bridges the gap between school and community by viewing public/private education as a total community enterprise that engages citizens, educators and agencies in practical approaches to address changing local needs through opportunities for lifelong learning.

The major purpose of this state plan is to provide a clear-cut definition of community education and a written philosophy for everyone to understand and to follow as programs are implemented in public/private school districts and community organizations. It provides goals and objectives of community education as well as a brief history of this movement in public education. In the past, this plan was a driving force for community education to become a part of the Missouri School Improvement Program (MSIP). It will continue as a guide to the Department of Elementary and Secondary Education (DESE) and to school districts that go through an MSIP review on what community and patrons should be providing in the area of community education programs.



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## BACKGROUND OF COMMUNITY EDUCATION

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The community education movement in the United States can be traced to the early 1900s. However, the program sponsored by the Charles Stewart Mott Foundation in Flint, Mich., is credited as the one that gave impetus to the proliferation of community education programs since 1935. One of the major goals of the Flint Program was to foster the concept of lifelong learning and make the community the classroom.

The Flint Program served as a model for starting new community education initiatives throughout the United States and internationally. The community education concept was introduced in Missouri during 1968 with a grant to the St. Louis Public Schools by the Danforth Foundation. Ford School became the first designated community school in Missouri. When Model Cities Money became available during President Johnson's administration, the program was expanded.

Because of the success of the St. Louis initiative, funds were sought to establish a center for community education at the University of Missouri-St. Louis. With funding from the Charles Stewart Mott Foundation, the Midwest Community Education Development Center (MCEDC) was established in 1972 under the direction of the late Dr. Everette Nance. The three major functions of the MCEDC were disseminating community education information, assisting school districts with implementation strategies, and training potential professionals in the field.

It was through the MCEDC in cooperation with the DESE that community education was disseminated throughout Missouri. The Department appointed a part-time director of

community education; this became a full-time position in 1986. The Department developed a position paper in 1978 that was approved by the State Board of Education. This action legitimized the community education philosophy among public school administrators and members of local boards of education throughout Missouri.

Community education has been a part of the public education structure for many years. However, it has been within the past decade that the true meaning and benefits of the concept have been realized. Community education has become a significant bridge between the public schools and the communities that they serve.

Perhaps one of the most significant developments in terms of community education programs



in Missouri was the creation of the Missouri Community Education Association (MCEA). The association was organized in 1974-75 and existed as such until 1982 when it merged with the Missouri Association for Adult and Continuing Education (MAACE). The new organization was named the Missouri Association for Adult, Continuing and Community Education

(MAACCE). This new organization allowed for members with a broad spectrum of professional interests who are all concerned with the betterment of the community.

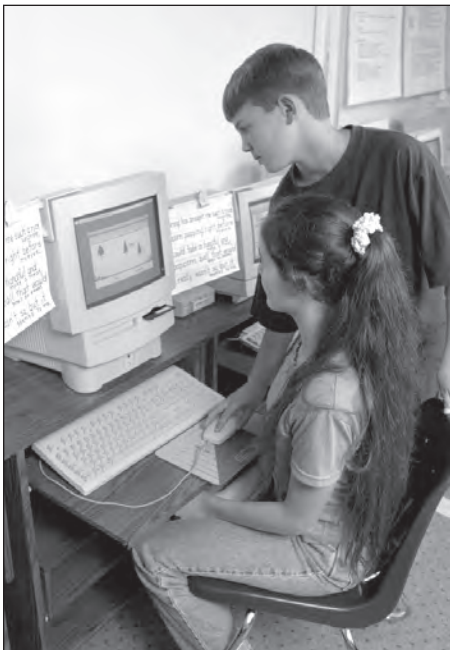
Over the past decade, some schools have become steadily isolated from their communities, which can prevent the community and the school from building partnerships. Partnerships have a primary relevance to the success of K-12 education and to the building of healthy and vibrant communities.



Creating opportunities for communities and schools to network, which can then lead to partnerships that benefit both parties, is known as building social capital. This theory is widely accepted as essential for schools and communities to enhance the learning environment. Building strong social capital with the community leads to a mutual benefit for both parties, and schools then gain the trust of the community. The community then will respond in kind with a greater willingness to support the goals of education. The community education process is the conduit to building a social capital base that will in turn enhance the educational environment of a community.

According to the Afterschool Alliance, a nonprofit organization dedicated to raising awareness of the importance of afterschool programs and advocating for quality, affordable programs for all children:

- More than 28 million school-age children have parents who work outside of the home.



- At least 7 million and as many as 15 million “latchkey” children are home alone after school.
- The hours between 3 p.m. and 6 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex.
- Children who regularly attend quality programs have better grades and conduct in school; better peer relations and emotional adjustment; and more academic and enrichment opportunities.
- Students who spend one to four hours per week in extracurricular activities are 49 percent less likely to use drugs and 37 percent less likely to become teen parents.

Here again, the community education process addresses the research by the Afterschool Alliance by developing programs for youth in a given geographical area. There are many roles that the community education process addresses in a given district. None are more important than serving as the vehicle to build social capital and developing youth-oriented programs.





# LETTER FROM THE COMMISSIONER OF EDUCATION

**D. Kent King**  
Commissioner of Education



P.O. Box 480  
Jefferson City, MO 65102-0480  
<http://dese.mo.gov>

## Missouri Department of Elementary and Secondary Education

*– Making a positive difference through education and service –*

March 2004

The State Board of Education reviewed the Five-Year State Plan for Community Education in March 2004.

Community education, an integral component of the overall educational process, provides opportunity for children and adults alike to work together in a team approach to meet the specific needs of each community.

The role of public schools in the communities continues to expand as services for students and adults are offered outside the regularly scheduled school day and the traditional school-age population. Consequently, the school facilities in many communities are viewed as community centers.

School administrators assist in the enhancement of the quality of life in their communities through the provision of appropriate and available resources that support educational, social and recreational activities.

If your school district does not currently offer community education programs, this state plan offers a good foundation for implementation of a program. On the other hand, if your district is a veteran of community education, you may find the plan's new ideas and practical suggestions helpful as you strengthen your total educational program.

I invite you to utilize the Five-Year State Plan for Community Education and contact the Department of Elementary and Secondary Education's Career Education Division should you have questions.

Sincerely,

A handwritten signature in cursive script, reading "D. Kent King", is positioned above the printed name.

D. Kent King

## *Mission Statement*

Community education provides opportunities for all people in a community to improve their quality of life without regard to age, sex, race, color, national origin, religious preference or disability.

Community education is most easily recognized as providing academic, recreational, health, social service and work-preparation programs for people of all ages beyond the traditional school day. Community education advocates the creation of opportunities for community members (i.e., individuals, schools, businesses, and public and private organizations). Community education is the educational philosophy that underlies community schools. Last, community education is a flexible and adaptive way to do much more with what already exists while meeting a variety of needs and interests.

Community education has three basic components:

### *Lifelong Learning*

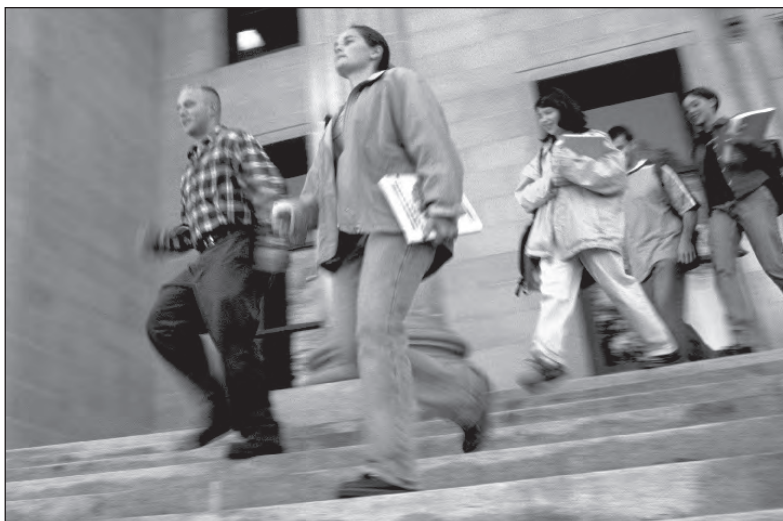
- Implements the principle that learning continues throughout life.
- Provides formal and informal learning opportunities.
- Offers programs and services, often in an inter-generational setting, for all community members.

### *Community Involvement*

- Promotes a sense of civic responsibility.
- Provides leadership opportunities for community members.
- Includes diverse populations in all aspects of community life.
- Encourages democratic procedures in local decision making.

### *Efficient Use of Resources*

- Uses the school's and the community's physical, financial and human resources to address the community's needs.
- Reduces duplication of services by promoting collaborative efforts.



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## **BELIEF STATEMENTS**

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### *Community educators believe . . .*

Learning is a lifelong process.

Citizens have a right and a responsibility to be involved in the identification and linkage of community needs and resources for improvement of the quality of life in their respective communities.

Everyone in the community — individuals, businesses, and public and private agencies — shares responsibility for educating all members of the community.

It is a sound economic practice to fully use school facilities, community centers and other community buildings during mornings, afternoons, evenings, weekends and summers.

### *Community education works when . . .*

The district superintendent is the educational leader for the community.

Community leaders and policy-makers endorse the community education concept and facilitate its implementation.

Citizens are supportive of community education efforts.

The school becomes “community-centered,” and the community becomes “school-centered.”

Educators are committed to the idea that schools should serve the total community.

A process is established for involving community representatives (advisory councils) in the identification of community needs and the mobilization of community resources to meet those needs.

The local leadership and program coordinators are creative and energetic with knowledge and enthusiasm about the concept; are informed and sensitive regarding the mores of the community; and demonstrate the personal skills and professional competencies necessary to work successfully with the total community.

### *Community education results in . . .*

Opportunities for citizens with special needs; basic education/GED programs for undereducated adults; mentoring programs; school/business partnerships; services for senior citizens; and skills training for the unemployed and underemployed.

Solutions for community issues and/or concerns (i.e., economic development, afterschool programs, substance abuse and at-risk youth).

Strong linkages between schools and members of the community, which results in broad-based community support.

Cost-effective educational and community services.

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# ***THE GOALS OF COMMUNITY EDUCATION***

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## ***Goal 1:***

**Increase the awareness and understanding of community education.**

- Increase and publicize resources for each of the community education programs to assist school districts.
- Conduct annually at least two workshops/training sessions to increase the awareness of community education.
- Assist school districts and organizations interested in providing community education.

## ***Goal 2:***

**Collect and analyze data related to community education.**

- Analyze and review data to determine if School Age Care and 21st Century Community Learning Center programs have an impact on student achievement.
- Analyze and review data related to Service-Learning/community service.
- Review how community education program and activity information can be collected through the Missouri School Improvement Program review.

## ***Goal 3:***

**Provide technical assistance on sustainability for all community education programs and services.**

- Identify local, state and national financial resources to assist school districts in sustaining community education programs.
- Assist school districts in identifying community education programs and activities that have strengthened the relationship between schools and businesses, organizations, families and the community.

## ***Goal 4:***

**Encourage school districts to adopt services and programs that would encourage students to volunteer and participate in community service activities.**

- Encourage school districts to utilize afterschool programming.
- Assist school districts in establishing school/business partnerships.
- Identify businesses that support and participate in job shadowing, internships and apprenticeship programs for school districts.



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# **CRITERIA FOR BEING RECOGNIZED AS A PROVIDER OF COMMUNITY EDUCATION**

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The following criteria can assist local programs to meet the community education needs of the public:

## *Role of the Local Education Agency (LEA)*

An LEA shall be involved directly and substantially in administering and operating the program. However, this does not mean that the LEA has to be solely responsible for administering and operating the program.

## *Community Served*

The program shall serve an identified community. The community may include the attendance centers for the regular instructional program of the LEA, business or organization involved in administering and operating the community education program.

## *Community Needs*

Each local community education program should have a plan for assessing community needs and evaluating programmatic impact. A formal needs assessment should be conducted at least every two years. Formative and summative evaluations should be conducted annually.

This aspect of community education speaks to the key role that can be played by a community education leader in serving as a facilitator who brings the resources of the public schools and the local community to bear on issues related to economic/community development.

Programs should include systematic and effective procedures for:

1. Identifying and documenting on a continuing basis the needs, interests and concerns of the community served with respect to community education activities.
2. Documenting response to those needs, interests and concerns.

## *Community Involvement in Governance*

An essential part of every community education program is a districtwide advisory council. The advisory council advises and assists the community education program in fulfilling the community education mission. Members provide overall guidance to community programs and services. In addition to attending regular council meetings, members address specific areas such as programming and marketing. One of their many responsibilities is to serve as “ambassadors” of community education.

To meet the needs, interests and concerns of the population to be served, the program shall:

1. Be planned and operated in cooperation with the community.
2. Provide for active and continuous involvement on an advisory basis of individuals, institutions and groups representative of the community (e.g., parents of school children, youth and community residents) in planning, developing and implementing community education programs and/or activities.

## *Program Clients*

Community education provides educational programs for people of all ages with the underlying community education philosophies of lifelong learning, self-directed learning, people helping people, people empowerment, leadership development and responsiveness to assessed community needs.

Programs should be designed to serve:

1. Everyone in the community including public/private businesses, organizations and agencies as well as preschool children, children and youth, adults, and senior citizens.



2. Groups within the community with special needs for community education activities, such as persons of limited English-speaking ability, senior citizens, mentally or physically handicapped persons, or other groups.

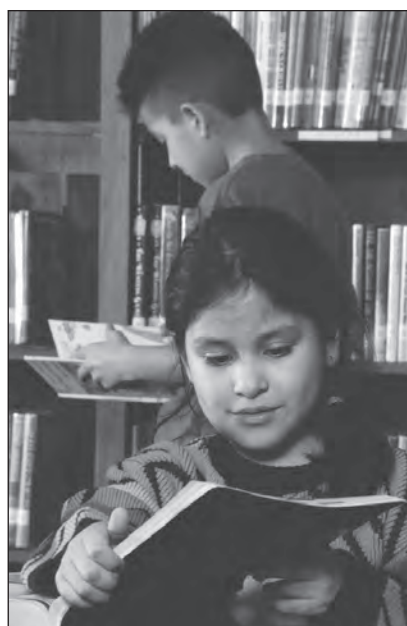
### *Curriculum*

The community education process should be integrated, whenever possible, with the regular academic curriculum within the school district. This can be accomplished through the use of volunteers, paraprofessionals, parental involvement, tutorial projects, programs held before school and after school, integrated federal programs, school/business/community agency partnerships and other learning opportunities.



### *Scope of Services*

To be a community resource center, the public facility shall offer educational, recreational, health care, cultural and other related community and human services that, to the extent possible, are broad in scope and nature. Program services may not be restricted to one or a limited number of program areas, such as recreation or adult education, or to one or a limited number of groups or persons in the community. The program should extend the services offered by the public facility and uses made of it by serving more groups or persons through the K-12 program, by lengthening the hours of service, and by broadening the scope and nature of services.



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# ***PROGRAM OPPORTUNITIES AND EXPERIENCES THAT SUPPORT LOCAL COMMUNITY EDUCATION***

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## ***Afterschool Programs***

The School Age Care and the 21st Century Community Learning Centers programs are the fastest growing because of the need. Quality programs provide a safe, caring, educational, recreational and enriching environment that assists the student during the afterschool time.

## ***Service-Learning/Youth Services***

Service-Learning is a structured experience that links the classroom curriculum to identified community needs. This program prepares students to be caring, concerned and productive citizens while preparing them to become active members of the community.

## ***School/Business/ Community Partnerships***

Schools can partner with businesses, civic organizations, and public, private or community organizations to improve student achievement and the quality of community life.



## ***School Volunteer/Mentor Programs***

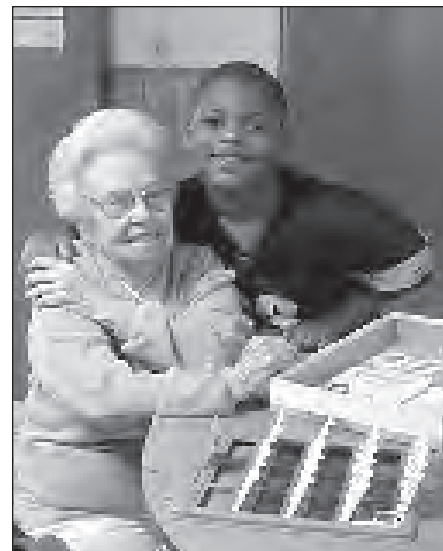
Individuals can give of their time to improve public education by serving as a volunteer or mentor. Volunteers and mentors can be parents, community members, businesses, service organizations, senior citizens and/or students.

## ***Intergenerational/ Senior Citizen Programs***

Public education needs to address the issues and concerns of senior citizens. Their years of expertise can serve public education to meet the needs of students, educators and the community.

## ***Educational Programs and Activities to Enhance the K-12 Classroom***

Educational, skills, personal enrichment and recreational programs and services for students, adults and senior citizens as well as activities to enhance the K-12 classroom can meet the needs, interests and wants of the community. Many of these activities can be done with little or no cost to the school district.





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# ***THE ROLE OF HIGHER EDUCATION***

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## ***The Role of Community Colleges***

Community colleges have always played an important role in the development of community education. Community colleges offer higher education courses, business and vocational skill programs and classes, and a variety of noncredit programs and activities. They have provided for development of creative and innovative classes and programs, which can be identified as community education. They have been the leaders in interagency and institutional cooperative efforts with local and state agencies as well as other community colleges, four-year institutions and local school districts.

## ***The Role of Four-Year Colleges and Universities***

Four-year institutions have provided cooperative efforts with other colleges and universities, community colleges, local school districts and communities. Some institutions provide courses and degrees, technical assistance, training and extension offerings to community educators and communities. Their successful past history should be remembered, and future partnerships should be built using four-year institutions.



## ***The Role of University Centers for Community Education***

University centers have been and should be important partners in the development of community education programs nationwide. Centers have been involved in every aspect of community education development including, but not limited to, dissemination, training, implementation, funding and evaluation.

The above activities include the provision of technical assistance to local programs and the training of community education leaders. Within the context of this state plan, university centers will primarily focus on providing training programs for community education leaders statewide. Training could take the form of formal degree/nondegree graduate courses in community education or specifically designed in-service workshops for local programs.

The Department of Elementary and Secondary Education and the State Council, along with local program administrators, will actively seek funding and placement on a state college/university campus of a Center for Community Education. This center would be of great importance to efforts, training and quality of local community education programs.

Technical assistance to local programs would be provided upon request in coordination with the Department, the State Council, and the Missouri Association of Adult Continuing and Community Education.



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# NATIONAL AND STATE ASSOCIATIONS

## SUPPORTING COMMUNITY EDUCATION

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### Missouri Association of Adult Continuing and Community Education (MAACCE)

#### *Mission Statement*

Focus on lifelong learning by enhancing the growth and development of professionals with diverse roles as they address the changing needs of their communities.

#### *Purposes of the Organization*

- Promote the principles of, and opportunities for, adult, continuing and community education in the state of Missouri.
- Serve as a medium of exchange of information among individuals, industries, agencies, institutions and organizations through publications, conferences, workshops and other media relations.
- Provide professional improvement opportunities and advance the standards of adult, continuing and community education.
- Provide for an annual association statewide conference that will have professional and leadership training for all members. Allow each category of the association to hold meetings, present awards, plan for future conferences and address the governing board of the association with concerns and/or requests for assistance.
- Serve as a liaison agency between groups interested in adult, continuing and community education. To serve as a liaison between practitioners and the State Board of Education and/or the Missouri Coordinating Board for Higher Education. To serve as a liaison between practitioners and entities involved in the legislative process.

Web site address: [www.maacce.org](http://www.maacce.org)

### Missouri Association for Career and Technical Education (MoACTE)

#### *Mission Statement*

Promote the development of vocational and technical education within the state of Missouri. Special emphasis must be placed on continued support of vocational and technical education at the secondary, postsecondary and adult levels while fostering partnerships with business and industry in the training and retraining of the Missouri workforce.

#### *Purposes of the Organization*

- Unite in one statewide organization those persons who are interested in career, practical arts, technical and vocational education.
- Establish and maintain active leadership in all types of career, practical arts, technical and vocational education.
- Render service in promoting and stabilizing career, practical arts, technical and vocational education.
- Provide an open forum for the study and discussion of all questions involved in career, practical arts, technical and vocational education.
- Work with other states and agencies for the advancement of career, practical arts, technical and vocational education in the state and in the United States and as an ally of the Association of Career and Technical Education.
- Encourage the further development and improvement of all programs of education related to career, practical arts, technical and vocational education and supportive services.
- Emphasize and encourage the promotion, improvement and expansion of programs of part-time and adult career, practical arts, technical and vocational education.
- Support local, state and national legislation for career, practical arts, technical and vocational education.

Web site address: [www.mo-acte.org](http://www.mo-acte.org)

## **Missouri School Age Care Coalition (MOSAC<sup>2</sup>)**

### *Mission Statement*

Support, train and unify professionals in the field of school-age child care and out-of-school time.

### *Purpose of the Organization*

- Serve as an advocate to improve and expand the quality, availability and professional status of school-age child care statewide through the promotion of training/professional development, public awareness, legislative process, community collaboration and networking.

Web site address: [www.mosac2.org](http://www.mosac2.org)

## **National Community Education Association (NCEA)**

### *Mission Statement*

Provide leadership to those who build learning communities in response to individual and community needs.

### *Purposes of the Organization*

- Represent community education interests and concerns with such national organizations as the American Association of School Administrators, the National Association of State Boards of Education, the Council of Chief State School Officers and the National School Boards Association.
- Gain greater national recognition of community education programs, services and personnel.
- Provide community educators with the professional information, resources and support networks they need, which allows them to link up with others to share ideas, problems and solutions.
- Identify critical issues related to the community education field and the resources community education needs to assume national, state and local leadership.

- Provide leadership on a national level and provide appropriate assistance to states in developing and implementing community education.

Web site address: [www.ncea.com](http://www.ncea.com)

## **American Association for Adult and Continuing Education (AAACE)**

### *Mission Statement*

Provide leadership for the field of adult and continuing education by expanding opportunities for adult growth and development; unifying adult educators; fostering the development and dissemination of theory, research, information and the best practices; promoting identity and standards for the profession; and advocating relevant public policy and social change initiatives.

### *Purposes of the Organization*

- Represent adult, continuing and community education to other national organizations and associations.
- Gain greater national recognition for members' programs, services and personnel.
- Provide membership with the professional information, resources and support networks they need, which allows them to link up with others to share ideas, problems and solutions.
- Identify critical education issues related to membership and the resources needed to assume national, state and local leadership.
- Provide leadership on a national level and provide appropriate assistance to the state in developing and implementing adult, continuing and community education programs.

Web site address: [www.aaace.org](http://www.aaace.org)

## Commission on Adult Basic Education (COABE)

### *Mission Statement*

Provide leadership, communication, professional development and advocacy for adult education and literacy practitioners in order to advance quality services for all adult learners.

### *Purposes of the Organization*

- Represent adult basic education to other national organizations and associations.
- Promote adult education and literacy programs, including adult secondary education, English for speakers of other languages, family literacy, skills development, workforce development, and other state, federal and private programs that assist undereducated and/or disadvantaged adults to function effectively in society.

- Provide leadership in advancing the education of adults in the lifelong learning process by unifying the profession, developing human resources, encouraging and using research, communicating with members and the public, offering other member services, and otherwise advancing adult education and literacy.
- Advocate the development and dissemination of publications, research, methods, materials, resources and programs in adult education and literacy.
- Conduct and/or sponsor professional development conferences and activities that provide a forum to provide staff development and advance adult education and literacy.

Web site address: [www.coabe.org](http://www.coabe.org)





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## DEFINITION OF TERMS

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**Community:** a geographic area where individuals reside, or a specific group of individuals with a common interest who come together for interaction, involvement and collective action.

**Community education:** the educational philosophy that underlies community schools. Community education advocates the creation of opportunities for community members, including individuals, schools, businesses and public and private organizations, to help meet the needs of the community.

**Community school:** a school serving a grouping of residents in a community that makes its facilities available for citizens' use; organizes the participation of citizens in assessing local conditions, setting of priorities and program planning; identifies and uses resources; facilitates joint planning by local agencies; and initiates new and/or improved services.

**Resources:** individuals, institutions, agencies, organizations, etc., that provide service and support.

**Community education coordinator/director:** a designated person functioning in a leadership capacity in developing and coordinating activities, programs and services conducted through the local community school. A coordinator generally is responsible for community education at the building level. The word director generally designates a person with systemwide community education responsibilities.

**Charter schools:** public schools that are exempt from most rules and regulations that apply to traditional public school districts, except for those that are specifically identified in the charter schools statutes.

**Community college:** comprehensive two-year postsecondary institution that offers certificate programs, associate of arts degrees, and associate of science degrees. Community colleges offer affordable and responsive education training programs for the communities they serve.

**Local Education Agency (LEA):** a term used for elementary and secondary school districts and other public schools such as the Missouri School for the Blind and the Missouri School for the Deaf.

**Local Community Education Advisory Council:** a group of citizens whose membership is representative of the community school service area. The group involves the people of a community in assessing community needs and interests and then evaluating the results and recommending courses of action.

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# STATE ADVISORY COUNCIL FOR COMMUNITY EDUCATION

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The State Advisory Council members have contributed a great deal of time and resources to assist the Department with the statewide effort for community education. Members are listed by service regions (see map on page 20 for regions).

Don Owens, *Chair*

Vince Vento, *Vice Chair*

Marla Harrington, *Secretary*

## Region 1

Marla Harrington, *Partners in Education, Chillicothe*  
Rhonda Newton, *Midland Empire Community Arts, St. Joseph*  
Lori Tally, *Northwest Technical School, Maryville*

## Region 2

Jerry Cox, *Adult Coordinator, Eolia*  
Dan Hite, *Professor, Truman State University*  
Sheryl Ferguson, *Community Education, Kirksville*  
Beverly Hipkins, *Higbee R-VIII Afterschool, Higbee*  
Marilyn Koehler, *Primary Principal, Kirksville*

## Region 3

Dianne Covell, *Community Education, North Kansas City*  
Tim Decker, *LINC, Kansas City*  
Sheryl Franke, *Partnership Program, Lee's Summit*  
Brenda Simmons, *Transition Services, Lee's Summit*  
Stephanie Smith, *Public Relations, Fort Osage*  
Jennifer Walker, *Early Education and Family Services, Independence*

## Region 4

Ina Lynn Linville, *4-H Youth Development, Columbia*  
Jolene Schulz, *School/Community Program, Columbia*  
Vacant

## Region 5

Susan Katzman, *Career and Vocational Education, St. Louis*  
Jane Kerlagon, *Business Labor Relations, St. Louis*  
Don Owens, *Community Education, Eureka*  
Vince Vento, *MOSAC<sup>2</sup>, St. Louis*  
Bonnie Vento, *Adventure Club, Eureka*  
John Windom, *Community Education, St. Louis*

## Region 6

Tim Freeman, *Boys and Girls Club, Sedalia*  
Ray Aubuchon, *Student and Family Services, Hermitage*  
Vacant

## Region 7

Joe Schwandt, *Lake Career and Technical Center, Camdenton*  
Greg Wilson, *Superintendent, Washington*  
Harry Kujath, *Afterschool Advocate, Jefferson City*

## Region 8

Jackie Jenkins, *Adult Vocational Education, Reeds Spring*  
Mike Toler, *Ozark Technical Community College, Springfield*  
Georgiana McGriff, *Community Programs, Seneca*

## Region 9

Brenda Smith, *Adult Program, West Plains*  
Lyn Reed, *Principal, Van Buren*  
Vacant

## Region 10

Rick Hux, *Bootheel Education Center, Malden*  
Lonnie Taylor, *Adult Education, Poplar Bluff*  
David Toney, *Area Career and Technical Center, Perryville*

## Ex-Officio Members from the Department of Elementary and Secondary Education:

Wm. Jay Acock, *Director, Community Education*  
Alicia Riner, *Service-Learning Supervisor*  
Cindy Waibel, *Afterschool Time Supervisor*  
Cheryl Willoughby, *Afterschool Time Supervisor*

The map shows the following counties grouped by region:

- Region 1:** Atchison, Nodaway, Worth, Harrison, Mercer, Putnam, Schuyler, Scotland, Clark, Gentry, Holt, Andrew, DeKalb, Daviess, Grundy, Sullivan, Adair, Knox, Lewis.
- Region 2:** Grundy, Sullivan, Adair, Knox, Lewis, Linn, Macon, Shelby, Marion, Randolph, Monroe, Pike, Ralls, Callaway, Lincoln, Warren, St. Charles, St. Louis, Franklin, Jefferson, Monticomey, Gasconade, Osage, Cole, Morgan, Miller, Maries, Washington, Phelps, Dent, Iron, St. Francois, Madison, Wayne, Bollinger, Cape Girardeau, Scott, Mississippi, New Madrid, Dunklin, Pemiscot.
- Region 3:** Buchanan, Clinton, Caldwell, Livingston, Carroll, Chariton, Ray, Platte, Clay, Jackson, Lafayette, Cass, Johnson, Pettis, Cooper, Boone, Howard, Boone, Audrain, Lincoln, Warren, St. Charles, St. Louis, Franklin, Jefferson, Monticomey, Gasconade, Osage, Cole, Morgan, Miller, Maries, Washington, Phelps, Dent, Iron, St. Francois, Madison, Wayne, Bollinger, Cape Girardeau, Scott, Mississippi, New Madrid, Dunklin, Pemiscot.
- Region 4:** Buchanan, Clinton, Caldwell, Livingston, Carroll, Chariton, Ray, Platte, Clay, Jackson, Lafayette, Cass, Johnson, Pettis, Cooper, Boone, Howard, Boone, Audrain, Lincoln, Warren, St. Charles, St. Louis, Franklin, Jefferson, Monticomey, Gasconade, Osage, Cole, Morgan, Miller, Maries, Washington, Phelps, Dent, Iron, St. Francois, Madison, Wayne, Bollinger, Cape Girardeau, Scott, Mississippi, New Madrid, Dunklin, Pemiscot.
- Region 5:** Buchanan, Clinton, Caldwell, Livingston, Carroll, Chariton, Ray, Platte, Clay, Jackson, Lafayette, Cass, Johnson, Pettis, Cooper, Boone, Howard, Boone, Audrain, Lincoln, Warren, St. Charles, St. Louis, Franklin, Jefferson, Monticomey, Gasconade, Osage, Cole, Morgan, Miller, Maries, Washington, Phelps, Dent, Iron, St. Francois, Madison, Wayne, Bollinger, Cape Girardeau, Scott, Mississippi, New Madrid, Dunklin, Pemiscot.
- Region 6:** Bates, Henry, Benton, Morgan, Moniteau, Cole, Morgan, Miller, Maries, Washington, Phelps, Dent, Iron, St. Francois, Madison, Wayne, Bollinger, Cape Girardeau, Scott, Mississippi, New Madrid, Dunklin, Pemiscot.
- Region 7:** Bates, Henry, Benton, Morgan, Moniteau, Cole, Morgan, Miller, Maries, Washington, Phelps, Dent, Iron, St. Francois, Madison, Wayne, Bollinger, Cape Girardeau, Scott, Mississippi, New Madrid, Dunklin, Pemiscot.
- Region 8:** Bates, Henry, Benton, Morgan, Moniteau, Cole, Morgan, Miller, Maries, Washington, Phelps, Dent, Iron, St. Francois, Madison, Wayne, Bollinger, Cape Girardeau, Scott, Mississippi, New Madrid, Dunklin, Pemiscot.
- Region 9:** Bates, Henry, Benton, Morgan, Moniteau, Cole, Morgan, Miller, Maries, Washington, Phelps, Dent, Iron, St. Francois, Madison, Wayne, Bollinger, Cape Girardeau, Scott, Mississippi, New Madrid, Dunklin, Pemiscot.
- Region 10:** Bates, Henry, Benton, Morgan, Moniteau, Cole, Morgan, Miller, Maries, Washington, Phelps, Dent, Iron, St. Francois, Madison, Wayne, Bollinger, Cape Girardeau, Scott, Mississippi, New Madrid, Dunklin, Pemiscot.







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